

SCHOOL REPORT CARD

2003-2004

-Commonwealth of Kentucky-

White's Tower Elementary School

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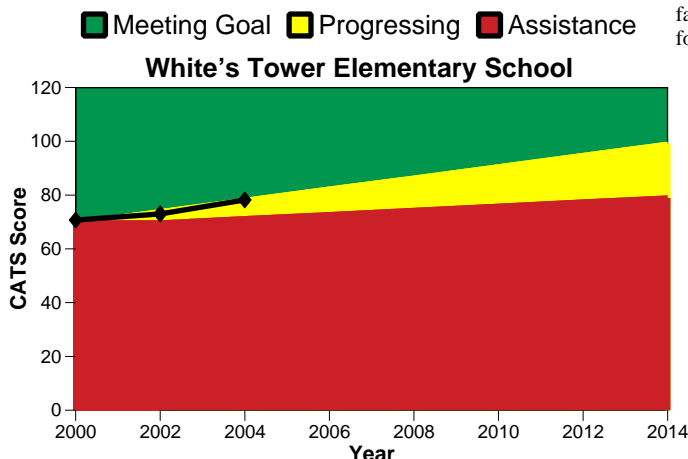


Dear Parents/Guardians:

Here is our school's report card for the 2003-2004 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

The School Growth Chart:

To see how we're performing, please take a moment to examine our growth chart. This chart starts with our school's baseline CATS score from 2000. We've drawn a goal line from that starting point to our goal of 100 in 2014. Every two years a new index point will be marked on the chart to show whether we are meeting our goal and earning rewards, progressing but short of our goal, or falling far short of our goal and eligible for state assistance. Over time, these points will form a performance trend line for our school.



Year	Goal Line	Assistance Line	Index
2000	69.6		70.7
2002	73.8	69.6	73
2004	78	71.2	78.2
2006	82.2	72.7	
2008	86.3	74.3	
2010	90.5	75.8	
2012	94.7	77.4	
2014	98.9	78.9	
Standard Error: 1.1			

About Our School

White's Tower Elementary is located in the southern end of Kenton County, a rapidly growing community that serves students from both rural and suburban communities. The school currently serves 531 students in pre-school through fifth grades. All children who attend White's Tower Elementary are actively engaged in rigorous educational opportunities that are aligned to the Program of Studies and Kentucky's Core Content for Assessment. Each year as we plan for improvement, we continually realign our curriculum to meet the needs of our students. Our school is accredited with the Southern Association of Colleges and Schools (SACS). Our 2003-2004 CATS performance scores show significant increases in all core academic areas and an overall increase of 5.2 for our entire academic index. White's Tower Elementary has been designated as a Meets Goal school, having exceeded our established goal point as well as the novice reduction requirement. We also met all targets for the federal NCLB (No Child Left Behind) accountability. We are proud of our academic success and continually strive to improve. We believe that every student is important and all students can achieve at high levels. Students at White's Tower Elementary participate in Intramurals, Chorus, Student Technology Leadership Program (STLP), Extended School Services (ESS), Book Club, Academic Team, and various other experiences offered within the school and throughout Northern Kentucky.

How Our School Ensures Educational Equity

The White's Tower Elementary faculty and staff understand that one size does not fit all! The curriculum is designed around the state standards as well as the principles of Bloom's Taxonomy, a progression model from lower to higher order thinking skills. This allows all students to have opportunities to master the core concepts. Students have materials and instruction adapted to address their specific needs or strengths. Special education student needs are met through a full inclusion model, with our special education staff working collaboratively with regular education teachers to develop and meet IEP goals and address the needs of all students in the classroom. Gifted and talented students are challenged through a variety of initiatives including the Primary Talent Pool, Project ASCENT, and differentiated instruction provided in the classroom. Our Title I program focuses on research-based strategies of the Reading Intervention Program. All students have access to the Extended School Services (ESS) program through parent or teacher referral. Transportation is provided to increase the opportunity for all students to participate. Our school also enjoys the support of a very active Parent-Teacher Association (PTA), which provides students with a variety of special activities and instructional support throughout the school year.

School Enrollment (end of year membership 2003-2004): 418

How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period.

Kentucky Core Content Tests

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test	Novice			Apprentice			Proficient/Distinguished			Academic Index		
	School	District	State	School	District	State	School	District	State	School	District	State
Reading 4th	11%	7%	11%	19%	18%	22%	70%	74%	67%	90.5	93.2	86.8
Science 4th	3%	4%	7%	41%	35%	38%	56%	61%	55%	87.6	91.8	87.5
Writing 4th	11%	5%	9%	70%	54%	52%	19%	41%	39%	62.9	75.4	72.3
Mathematics 5th	15%	15%	23%	28%	27%	29%	57%	57%	48%	82.2	85.6	77.1
Social Studies 5th	12%	13%	21%	22%	21%	24%	66%	66%	56%	85.5	89.5	81.8
Arts & Humanities 5th	34%	19%	27%	54%	52%	51%	12%	29%	22%	49.2	65.6	58.3
PL/VS 5th	9%	10%	15%	32%	24%	27%	58%	65%	58%	83.7	89.7	82.4

The goal is that by 2014 nearly all students will score proficient or distinguished.

National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	School	District	State	Nation
End of Primary (EOP) Reading	60%ile	68%ile	64%ile	50%ile
EOP Language Arts	57%ile	66%ile	62%ile	50%ile
EOP Mathematics	62%ile	70%ile	66%ile	50%ile

Other Measures

The final component of CATS is our school's performance in Attendance, Retention, Dropout and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2002-2003 school year.

	Attendance Rate	Retention Rate
School	95.3%	.7%
District	95.4%	3.1%
State	94.3%	3.4%

State Contest Results: Academic/Speech, Band, Chorus, and Orchestra

Since elementary students have few opportunities to participate in state contests, we encourage our students to participate in a variety of local contests as individuals or members of teams. Some of these contests include Governor's Cup, Academic Team, Future Problem Solving Team, Student Technology Leadership Program (STLP), National Geographic Spelling Bee, PTA Reflections Contest, Conservation Poster/Essay Contest, and School and Regional Science Fair. At White's Tower Elementary we enrich our students educationally by offering other programs such as Reading Counts, Junior Achievement, Book Club, Conservation, Girl Scouts, 4-H, DARE, Career Day, Chorus, Intramurals, and Character Education through our guidance program.

Teacher Qualifications

This chart shows the level of teacher certification, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. Please bear in mind that teachers may be fully certified and yet not possess a formal major or minor in the subjects they are teaching. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Sch.	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	100%	100%	NA
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	41%	77%	82%
Average Years of Teaching Experience	7.1	13.5	11.9

Our Learning Environment

School Safety

Here's what we are doing to make our school safe for our students.

	Yes	No
Visitors are Required to Sign In	X	
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines	100%	

Procedures in Place in Our School for Drug and Weapons Detection

A safe learning environment is a high priority for our school. A close communication system of parents, staff, and support personnel monitors day-to-day activity to prevent circumstances that present a danger or distraction to the learning process. As a single-entry school, all doors are locked during the school day. Visitors must enter through the main office before entering the school. The visitors can enter the classroom wings only with an appointment or approval from the office staff. When personnel leave the school for recess or other outdoor activities, they carry a key to regain access to the building and have two-way radios to maintain constant contact with the office. Three days a week, the school is assigned a School Resource Officer from the Kenton County Police. Our school-wide crisis response plan is practiced on a regular basis along with fire, tornado and earthquake drills. Monthly faculty meetings address specific safety concerns ranging from medical emergencies to handling a possible hostage situation.

Violation	Number of Reported Incidents	Number of Students Suspended or Expelled for This
Aggravated Assault (with intent to cause injury)	0	0
Drug Abuse Violations	0	0
Weapons Violations	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KETS Workstation with Internet Access
Our School	\$4917	17:1	4.4:1	100%
District	\$6902	18:1	5.2:1	100%
State	\$7007	16:1	3.8:1	100%

How We Use Technology to Teach

Technology is integrated into all aspects of our school curriculum, with student access to computers through the library, computer lab, and in their individual classrooms. Our emphasis is on students using the computers as tools for learning. Students in all grades are involved with a variety of instructional software programs, presentation programs, and peripherals such as scanners and digital cameras. Intermediate students may join the Student Technology Leadership Program (STLP) to enhance their skills and participate in regional competitions. A live news show is produced by the STLP team on a daily basis. Two teachers, who serve as Technology Resource Teachers, provide daily assistance and professional development opportunities to teachers on integrating technology into the daily instruction. Teachers reflect on their technology progress through the POGA (Proof of Growth and Achievement). A POGA is a tool to record and share teacher growth and achievement in using technology as a means to enhance student learning. Students have access to computers at a 5:1 ratio and 100% of our classrooms have a KETS workstation with internet access.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	400	14	2	825

Extracurricular Activities

In addition to the instructional program enjoyed by students throughout the school day, these extracurricular programs and activities are also available: Governor’s Cup Competition, Academic Team Competition, Future Problem Solving Competition, Student Technology Leadership Program, Book Club, Science Fair, Intramurals, Chorus, Leadership Conference, 4-H, Junior Achievement, Student Art Exhibit, B.E.S.T. partnership with Independence Fifth Third Bank, Student News Team, Mentorship Programs, Girl Scouts, Conservation, and PTA sponsored programs

Awards and Recognition

Awards and recognitions include winning the 2003-2004 North Area Counties of Kentucky Exposition of Science Competition (NACKES) Junior Division, having four Kentucky State Science Fair Finalists, receiving the 2004 Learning Links Grant, a 2004 Inclusive Education Initiative Grant, and a 2003 AAAE Arts Connection Grant. Our school is also accredited by the Southern Association of Colleges and Schools (SACS) and has recipients of the Golden Apple Award.

What We Are Doing To Improve

Our Comprehensive School Improvement Plan (CSIP) focuses on the areas of Academic Performance, Learning Environment and Efficiency, as defined by Kentucky’s Standards and Indicators for School Improvement (SISI). We are working to provide a strong emphasis on hands-on science and math, technology integration, reading intervention at the lower primary level, clear expectations, academic rigor, and accountable talk. Commonwealth Accountability Testing System (CATS) results are reviewed each year and appropriate amendments are made in the Comprehensive School Improvement Plan and the school’s curriculum map. Classroom schedules require a minimum of 1.5 hours daily in reading/language arts instruction and 1 hour daily in math and science/social studies instruction. During all classes, the teachers help their students use higher level thinking skills and make connections to their previous learning. Instruction begins in each topic with a brief discussion of what students are going to be learning, why the information is important for them to learn, and a review of the criteria for quality work. All instruction can be directly linked to the Program of Studies, Kentucky Core Content for Assessment, and the school’s aligned curriculum map.

How to Get More Information

Call, e-mail, fax or write to our principal at the number and address on the top of this School Report Card. You may contact your School Council Members at the numbers below. Visit our main office and ask for the Expanded School Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded School Report Card may be free or provided at cost of copying.

Member’s Name	Phone	Member’s Name	Phone
Dianna Kloeker, Parent	859 356 9668		
Sandy Schneider, Parent	859 356 9668		
Julie Squires, Teacher	859 356 9668		
Lisa Resing, Teacher	859 356 9668		
Leanne Armstrong, Teacher	859 356 9668		
Angela Spencer, Principal	859 356 9668		

Our school does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.



TO THE PARENTS OF:

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